**TEACHING FOR UNDERSTANDING UNIT/PROJECT ORGANIZER:** You will use this unit/project organizer across several sessions to draft various elements of the TfU Framework. You may be designing a curriculum unit (e.g., a unit of instruction for a classroom, curriculum for a website, etc.) or you may be designing some other type of work project (e.g., a session with your staff, a training program for docents or other specialists or groups, an "in-museum guide," etc.).

We will be working on specific elements of the TfU Framework during Sessions 3, 4, and 5. **You will type in your work related to the specific parts of the organizer that are the focus of each Unit/Project assignments for each of the Sessions—leaving the other parts blank.** (E.g., For Session 3, we will just focus on the Title of your unit/project and any other information that you want to complete in the heading except the summary description. We will also work on your Generative Topic (plus criteria for a strong Generative Topic), and your Understanding Goals (in both statement and question form)—See Session 3, Assignments 3.2 and 3.3. As our sessions unfold, you may go back at any time and revise any section of this organizer that you completed previously. In fact, you will be asked to do that in some assignments. It will be helpful if you make revisions in a new color of type or date your revision entires.

**HEADING INFORMATION:**

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| **Your Name or Team Names: Skagit Valley College**  **Chad, Barbara, and Ernest** | **This Column is for Coach Comments** |
| **Date: 3/14/11** |  |
| **Title of Your Unit or Project: Nature/Nurture and the Psychology of Learning** |  |
| **Setting for the Unit or Project: Classroom / any event where there are people** |  |
| **Subject Area: Psychology** |  |
| **Grade Level: College** |  |
| **Learners Who Will Experience the Unit/Project: \_\_ advanced; \_X\_\_ mixed achievement; \_\_other \_\_\_adults** |  |
| **Approximate Time the Unit or Project May Take: 1 Week** |  |
| **Major Resources Needed: Pen, Paper, Textbook** |  |
| **Brief Summary of Your Unit or Project: We will focus on learning and how different people learn in different ways. We will also focus on how environment and internal processes influence what and how people learn. During this unit, students will “tease out” what assists them in learning by analyzing past experiences and using what they know about the topic to understand these influences. Finally, students will find an event where they are around people – this could be setting up interviews – and analyzing “how” people learn.** |  |

**(OPTIONAL in TfU 1) Throughlines [TLs] – (Skip this section if you do not want to write TLs.** TLs are large, Overarching **Understanding** Goals for an entire year, or quarter, or whole course etc. These general, overarching goals stay the same for every unit/project throughout the entire year, or quarter, etc. Throughlines are OPTIONAL in TfU 1 because they are emphasized in TfU 2).

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| **TL 1**  **Question:**    **Statement:** Learners will understand that… | **TL 2**  **Question:**    **Statement:** Learners will understand that… | **TL 3**  **Question:**  **Statement:** Learners will understand that… | **TL 4**  **Question:**  **Statement:** Learners will understand that… | **This Column is for Coach Comments** |

**Generative Topic [GT]**

**What is your Generative Topic? \_How does nature and nurture influence the way we learn, and as a result influence our thoughts and behaviors?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**(Write your generative topic on the line above as a phrase, concept, or question from your discipline.)**

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|  | **This Column is for Coach Comments** |
| 1. **Centrality:** (In which discipline do you see your topic as central, and why do you believe this topic of central importance to your discipline?) We think this topic is central to all psychology disciplines. We feel this way because anyone who works in the field of psychology wants to know why and how what we’ve learned influences behavior and thought processes. |  |
| 1. **Engagement:** Why will it interest you and your intended audience (learners)--or have the potential to become interesting? How might you make it interesting to your intended audience? This material directly affects each individual, because they are all there to learn. We think tying this information in to how it can help them be aware of their learning to then improve learning in all areas of their lives – would be of great interest to them. |  |
| 1. **Accessibility:** What are 2-3 specific examples of resources related to the topic that are available? Text and internet videos on the topic. |  |
| 1. **Connections:** How does the topic relate to other topics in the discipline, to other disciplines, and beyond the disciplines to life in the world at large? Nature and nurture are ubiquitous in the field of psychology, therefore we believe it relates to all topics within the discipline. Once we begin to understand how nature and nurture interact and how they influence the way we learn – students will be able to make the connection to any discipline that focuses on human beings and the world at large, since it is full of people. |  |
| **5.   Challenges:** Describe what may be potential “troublesome knowledge”--        challenges for your intended audience in understanding this topic and        how you might design the project/unit to address likely challenges. “Troublesome knowledge” could be that students will have some very strong opinions on how we learn and the degree to which either nature or nurture is more influential. We need to constantly show examples that might disagree with these strong-held beliefs. |  |
| **Your Summary Reflection**: (Briefly summarize major points from your analysis of your Generative Topic (above, 1-5). Using some of the points above, explain why this is a strong Generative Topic for your unit/project.  We believe this is a strong Generative Topic because it connects with all of us at a personal level. Most students, to some degree, are interested in what influences not only their thoughts and behaviors, but also how they learn. In addition, this is a topic that can be seen out in the “real world” on a daily basis, and affects the way we interact with others from now until the end of our lives. |  |

**Unit/PROJECT-Level Understanding Goals [UGs]—(**Write three or four goals specific to your particular unit/project. Your unit/project Understanding Goals will eventually lead you to design three to five… Performances of Understanding aimed to help learners reach your Understanding Goals).

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| **UG 1**  **Question:**  **How do nature and nurture interact to influence our thoughts and behaviors, and how do we know this to be true? How do psychologists collect this data?**    **Statement:** Learners will understand that…  Student learner will understand that our experiences and predispositions influence what we know, and how we think and behave. | **UG 2**  **Question:**  **Do individuals learn differently? If so, how? Why is this important information to understand?**    **Statement:** Learners will understand that…  Different people learn, understand and retain information presented through different medians. | **UG3 3**  **Question:**  **How have different types of learning (Classical Conditioning, Operant Conditioning, Cognitive Learning, etc…) shaped your thinking and behaviors in the past. What role has this played in your life?**  **Statement:**  Learners will understand that…  What they have learned has been influenced by reienforcements, concentration, and by observing others. | **UG 4**  **Question:**  **Statement:** Learners will understand that… | **This Column is for Coach Comments**  **Your Understanding Goals are incomplete. You have to state your UG’s in both question and statement form. The UG in question form explains the questions underlying the UG which had been explained in the statement form.**  **You also need to test your various UG’s with respect to the level of disciplinary understanding they develop and this can happen once your evaluate your Understanding Goals for coverage of the various *dimensions of understanding*, i.e. knowledge, method, purpose and form. You need to evaluate and justify which of your UG covers which all dimensions. This is critical as for any understanding to develop the various dimensions of understanding need to be addressed.** |

**Performances of Understanding [PoU]….................. and................……. Ongoing Assessments**

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| **Understanding goals**  **1, 2 and 3** | **Performances of Understanding**  (What will learners say, do, or make to learn your Understanding Goals and to demonstrate that they understand your Understanding Goals?)  Learners are going to investigate the meaning of culturally responsive; they will identify a professional who demonstrates and models being culturally responsive through his/her profession.  Students will be involved in large and small group discussions, interviews and observations. Students will read and learn from experts in the field of culture and diversity. | **Ongoing Assessments**  How will you know learners understand? What evidence/criteria should an assessor be looking for in "high quality work/thought in EACH performance?" Give a few examples of what an assessor might predict that learners will do or say or what criteria an assessor might use to assess learner understanding (products, presentations…) in "high level" work for EACH of your Performances? Let the questions below help in the design of your assessments.   * Hear stories, misunderstandings, confusions * Explore what communities believe and what is the cultural context (troubling our truths, multiple perspectives, examine experiences, problems, interests, passions) * Establish a positive relationship * Joining: sensitive, empathetic beginnings, transmitting respect, listening first. | **This Column is for Coach Comments** |
| **Understanding goals**  1,2 and 3 | **Performance 1**  In small groups of 3-4 students will define the meaning of what it is to be a culturally responsive professional. Students will develop a definition and briefly describe this individual to this person to the group and share your personal thoughts about this individual. Students will role play various scenarios that they create of what it is to be culturally | **Who** Self, Peers, Teacher.  **What** A clear definition of culturally responsive Professional.  **How** Informally.  **Looking for what**? Discussions among students. Students understand that the teacher wants them to get a picture of what a culturally responsive educator is, traits and qualities they posses. | **All your Performances are sequenced well. However, I would request you to explore the possibility of making the slightly more comprehensive by including a few more details about what all do you propose to undertake in these performances.**  **Also, please do clearly label the various performances under the heads *Introductory Performance* (Performance 1 & 2), *Guided Inquiry* (performances 3, 4 & 5) and *Culminating Performances* (Performances 6 & 7). Please also include along with UG’s that the performances cover also the *dimensions of understanding* these performances cover.**  **Whilst as I have mentioned earlier the various performance that you have planned look good. However, I would encourage you to explore the possibility of making the performances more varied by maybe incorporating a few more activities which may involve a bit more of group work. For instance you refer to interview and story of educators in one of the performances. You might explore the possibility of including a role play etc. It is also not very clear as to which all activity will involve group work. So do include some more details to make the performances more comprehensive.**  **Feedback on your Ongoing Assessments**  **Please Complete your Ongoing Assessments for the various performances.**  **Please do keep in mind whilst planning your various ongoing assessments that the various elements of the ongoing assessments are clearly stated. I would encourage you to reversion the criteria pertaining to ‘evidences of understanding’ they should not sound like understanding goals, of course the various ongoing assessments gauge the level of student understanding of the various understanding goals which the performances deal with. However, when it comes to laying down the criteria of what constitutes the evidences of understanding. They must be very clearly stated and preferable backed by a well defined rubric.**  **In fact the role of *‘rubrics for evaluation*’ is very important when it comes to planning the various ongoing assessments. This is especially very important when it comes to those assessments which are formal in nature also when you are having assessments in which you have peer-assessment. For the students to offer any constructive assessment to each other they need to know where to look at and for what to look out for in the performance, this can issue can be resolved if around the evidences of understanding you can build a rubric for evaluation.**  **Also, it would be wonderful if you could mention the way in which the feedback is going to be offered to the learners. The role of any formative assessment of the nature of ongoing assessment is that its efficacy lies in the fact that it is continuous and that it provides the learners with feedback whilst the various activities (performances) are underway.**   1. **Please be more specific when it comes to defining the criteria “Looking for what”. Give specifics. Please also word it in a way that it does not look like an understanding goal.** 2. **The question ‘What’ in your various ongoing assessments needs to be answered more clearly? Please give specifics rather than making statements like ‘Key takeaways, etc. In this criterion the assessor should clearly specify what they are looking at in terms of what the learners say, make or do.** 3. **With regards to the evidences of understanding, please do back it up by a clearly defined rubric on the basis of which the assessment will be done and feedback will be offered.** |
| **Understanding goals**  1,2, and 3 | **Performance 2**  Each student will then choose a Social Service an Educational professional, educator or child care provider whom they believe models culturally responsive interactions with their clients, children or families. Students will develop a list of attributes that a culturally responsive professional possess. | Who? Student  What? The student can identity a culturally responsive professional  How? Formal  Looking for what? Teacher will set a specific date that the student must have a person selected. |
| **Understanding goals**  1 and 2 | **Performance 3**  Conduct an informal interview with your educator or professional and write a narrative. | Who? Student and Expert  What? Student will set an appointment to meet with Expert.  How? Student will gather information written, oral, taped…  Looking for what? Discuss the issue of culture relevance and responding to this in the work that he/she does. History, values, traditions, expectations, economic realities and ideals that shape the professionals’ perspectives and actions. |
| **Understanding goals**  1,2 and 3 | **Performance 4**  Students will read at least five professional articles, journals and/or books that are considered experts in the field of culture or creating culturally responsive teaching environments or teaching methods. Students will get into small groups and discuss one piece of their literature and discuss the following questions:   * How do I feel about…? * What am I curious about…? * What values and beliefs do I bring to this situation…? * What ideas does this give me for gathering information…?   Students will share key points or learning that they got from the small group discussion. This information will be recorded on large pieces of poster board. | Who? Student  What? Read literature by experts in the field of Cultural Diversity.  How? Formal/Informal  Looking for what? Students will demonstrate that they have invested the topic of cultural responsiveness/awareness and they have investigated diverse perspectives. |
| **Understanding goals**  2 | **Performance 5**  Students will submit a literature Review on these professionals using the APA format. ***Prior to submitting this paper, each student will give the paper to two of their peers for final proof reading and review or suggested revisions.*** | Who? Student  What? Will submit a well written Literature Review.  How?Formal  Looking for what? A gathering of information from “Experts” in the field of Cultural Responsiveness or diversity. The development of peer support and comfort with the sharing of work. Will students develop the camaraderie? |
| **Understanding goals**  1,2, and 3 | **Performance 6**  Students will write a narrative or “story” of this educator should be based on their analysis of the teacher not only a verbatim record of the interview. Each student will be required to make an oral Presentation featuring this professional or educator. Students will create a PowerPoint presentation. | Who? Student  What? Oral Presentation and PowerPoint.  How? Formal and Informal  Looking for what? Student documentation research, question, collection of data and conclusions. Students will be reviewed by their peers using a 5 point system and written feedback form. |
| **Understanding goals**  1,2 and 3 | **Performance 7**  Complete a polished, typed paper, a minimum of 5 double spaced pages (12 point font) in length. Use *The Everyday Writer*, required for English 101 as a guide to your writing. | Who? Student  What? Research Paper  How? Formal  Looking for what? The paper will address the following questions. What new understanding did you gain? What questions do have now as a result of the project? What are the benefits of the project to others in your environment? How helpful was this process? What do your findings suggest? |